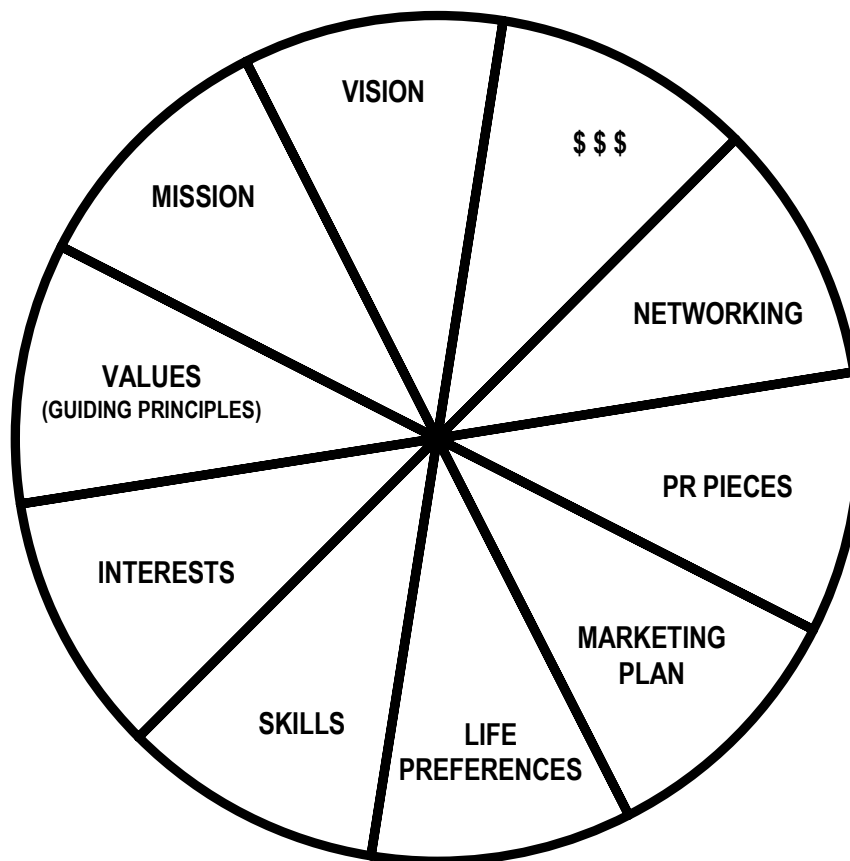


Module 13:
21st Century Workplace



Module 13:
Turning Career Plan into Reality --
Action Planning

CAREER PLAN



THE SPOUSE EMPLOYMENT ASSISTANCE PROGRAM

SPOUSE CAREER/LIFE COURSE – MODULE 13

TRAINING OUTCOME

This module provides information about working in the 21st Century Workplace. Participants will learn how to identify and stop sexual harassment in the workplace. Participants will discuss diversity in the workplace. Participants will also explore workplace ethical dilemmas through various scenarios and group discussion.

ESTIMATED TIME

2 hours 30 minutes

AGENDA

- Introduction
- Professional Etiquette
- Sexual Harassment
- **Ex:** Exploring Workplace Ethical Dilemmas
- Workplace Diversity
- **Ex:** Your Experience with Diverse Groups
- **Ex:** Everyone Brings Something to the Table
- Summary
- Evaluation

PARTICIPANT MATERIALS

- Participant Guide

TRAINING AIDS

- Overheads 1 through 14
- Pre-prepared chart (See Preparation Notes to the Instructor)

EQUIPMENT AND SUPPLIES

- Overhead projector
- Easel, Chart paper, Tape, and Markers

PREPARATION NOTES TO THE INSTRUCTOR

1. Set up room by arranging the furniture in an appropriate manner.
2. Hang a chart of a Career Plan in the room. Hang chart where visible and accessible in room. Prepare to discuss the Career Plan and its relationship to the module.
3. Prepare a chart listing the agenda.
4. Whether working in the United States or overseas, participants will encounter diversity in the workplace. During the conversation on diversity, it is essential that participants understand that diversity is not just by appearance, and that they should refrain from judging others.
5. Prepare the two charts listing the alphabet (A through Z) down the left side.
6. For the second Diversity exercise, you will break the group into teams. The number of teams depends on the number of people, although you will want to have large teams of no less than 10 people each, if possible. If you have 10 or less just work with the one group. The teams will use the pre-prepared charts listing the alphabet down the left side.
7. Include a break about 1 hour 15 minutes into the presentation.
8. Display Overhead 1 prior to the start of class.

MODULE 13: 21ST CENTURY WORKPLACE



1

INTRODUCTION (5 MINUTES)

Welcome participants to the training:

- Introduce yourself and welcome participants to their local Family Service Center and to the Spouse Career/Life Course.
- Set up boundaries for confidentiality sake.
- Provide a brief summary of your background and experience.
- If applicable, introduce other persons (non-participants) or guest speakers and describe their role.
- State that some modules will be presented by guest speakers on specific specialist areas.
- Notify the participants that the role of the instructor(s) is to take participants through the course and provide them with support whenever they need it. If participants wish, they can approach you individually during breaks, after class hours by appointment, etc.
- Review logistics (e.g., breaks, bathrooms, and drink machines); Review Module agenda.
- Tailor the module for your audience.



Introduce the Career Plan model:

Page 234 and 235 - Participant Guide

Instructor Note: Refer to the Career Plan wall chart during this discussion.

- During your job search you will be going out to employers and selling a product, YOU. To do this successfully you must develop a plan.
- Developing a Career Plan may help you understand how your successful job search and starting up a successful new business are related.
- When a new business is started the owner develops a plan. She/He decides on a vision and goals, looks at the product closely, evaluating strong and weak points, researches the market, assesses finances and develops a marketing plan.
- Finally, the owner goes into business, actually selling the product

through the written and verbal advertising. These components make a successful business. They also make a successful job search!

- In the Career Plan model we will complete all the steps necessary to guide you to the job that is right for you. You may also gain insights that allow you to keep your life in balance.

Vision – The career plan. How you see your complete life – what you want for yourself.

Mission – How you want to live your life, your goals and how you will reach them.

Values – The guiding principles of your life.

Interest – What you enjoy doing, at work and at home.

Skills – Abilities that enable you to accomplish a task.

Life Preferences – Choices we would make, given the opportunity.

Marketing Plan – Specific goals and the steps you need to take to attain these goals.

Public Relations (PR) Pieces – The written and verbal communication pieces you use to advertise yourself.

Networking – Informal and formal links between yourself and successful employment, as well as the research necessary to develop some of the links.

\$ \$ \$ – Balancing the finances in your life and looking at ways to ensure you can support your vision.

- **Each module will help you develop a piece of a winning job search. As you progress in your job search you may want to attend other modules to develop all parts of your plan, working towards obtaining the position that supports your vision and goals.**

Page 236 - Participant Guide

- **State** what will be covered in this module; review agenda.
 - Over the past couple of decades, laws, computers, and mobility of the labor force have changed interactions in the workplace.



- In order to be an effective employee, it is important to understand certain standards of behavior and know how to confront ethical dilemmas.
- In this module, we will discuss office and gender etiquette, how to identify and report sexual harassment in the workplace, and diversity in the workplace. You will also have an opportunity to explore workplace ethical dilemmas through various scenarios and group discussion.

State Objectives:

At the end of this module, based on your new company's policies, you will be able to:



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- Follow office and gender etiquette
- Identify and report sexual harassment
- Confront ethical dilemmas
- Work with diverse people and in diverse situations

Career Plan link to module:

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Instructor Aid 1

Instructor Note: Refer to Career Plan wall chart.

- The last piece of Career Plan is the 21st century workplace and its changing environment. This module allows you to examine areas of importance to all concerned employees. Your values and life preferences are part of your everyday working life.
- Seeing the relationship between these and your employment will help you maintain a productive employer/employee relationship as you pursue your vision and your career plan.

PROFESSIONAL ETIQUETTE (15 MINUTES)

Define etiquette:

- Standards of behavior prescribed by social convention or authority.
- Within an organization, you need to follow office etiquette in order to be productive and maintain the respect of others. The degree of adherence to etiquette will vary according to the organization you are in, from very informal to some incidents where not following office etiquette may lead to job termination.

List some basic office etiquette:

Page 238 - Participant Guide

Instructor Aid 2**Don'ts:**

- Do not conduct personal business during working hours.
- Do not abuse the office resources. The organization's computers, fax machines, office supplies, etc. are for the organization's business only.
- Do not cry, shout, or swear in the office. If you are uncontrollably sad or angry, go to the rest room until you have regained control.
- Do not gossip.
- Do not ask a coworker personal questions (e.g., How much do you make?).
- Do not come to the office sick. It is inconsiderate to risk spreading your illness to others.
- Do not groom in the office. Personal hygiene should be handled in the rest room.

**Dos:**

- Support your co-workers.
- Offer to help others once your work is completed.
- Finish tasks assigned to you.
- Communicate with your boss on issues that concern you.
- Follow company policies and procedures.
- Be courteous
- Be at work on time.

Describe gender etiquette:

- Relates to how you interact with the opposite gender.
- It is important to stress that the basis of gender etiquette is that men and women should be treated equally in the workplace.

List what gender etiquette includes:

Page 239 - Participant Guide

- Whoever, man or woman, gets to the door first should open and hold it for others.
- Whoever is closest to the elevator should enter or exit first.
- A handshake, not a kiss on the cheek, is appropriate when a man or woman is greeting an office guest of the opposite gender.

- At a business lunch, a woman should not expect a male companion to seat her, and he should not feel compelled to do so.
- Whoever invites a client or colleague to a business lunch should pay for it.

SEXUAL HARASSMENT (10 MINUTES)

Explain sexual harassment:

In addition to office etiquette, a workplace issue that you need to understand is sexual harassment.



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The Equal Employment Opportunity Commission defines sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when...:

- Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment; or
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting the individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Describe that sexual harassment can be verbal, visual, or physical:

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Verbal sexual harassment includes:

- Dirty jokes
- Sexual comments
- Repeated requests for dates
- Requests for sexual favors



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Visual sexual harassment includes:

- Sexual photographs
- Pin-ups
- Sexual cartoons



Physical sexual harassment includes:

- Inappropriate touching of any part of the body
- Standing too close

- 9**
- Excessively lengthy handshakes

It is important to remember that if you feel you are being sexually harassed, record the incident, obtain witnesses, and report your complaint to management. It is management's responsibility to thoroughly investigate your complaint promptly. Find out your company policy!

If the investigation reveals that your complaint is valid, management must take immediate action to stop the harassment.

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| EXERCISE 1: WORKPLACE ETHICAL DILEMMAS (50 MINUTES) |
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Introduce exercise:

- As mentioned earlier, etiquette is standards of behavior that is set by authority or society as a whole. In contrast, each person in society determines what is ethical behavior.
- Ethical behavior is based on a person's code of moral principles that set standards of good and bad, or right and wrong. Behavior that is legal is not necessarily ethical.
- Sometimes, you will be confronted by ethical dilemmas in the workplace. Therefore, it is important to be willing and able to deal with these dilemmas.

Conduct exercise:

As a group, we will now explore some workplace ethical dilemmas to provide you with an insight into what they may be and how you should deal with them.

Pages 242 through 244 - Participant Guide
Instructor Aid 3



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1. Divide participants into groups of five.
2. Assign each group one of the dilemmas.
3. The groups should discuss the dilemmas and each member should write down on the page what they would do and why they made that decision.
4. Allow 15 minutes for the groups to discuss the dilemmas.
5. Each group should have one spokesperson who will present the scenario and the group's responses.

Facilitate discussion:

Ask spokesperson of each group "What would each group member do



and why did they make that decision?”

Ask members of other groups “What is your reaction to the group's response? Would any of you have handled this dilemma in a different way?”

Instructor Note: *Facilitate an open discussion. Try to engage all participants in the debate. Record participant responses on chart paper. Allow 30 minutes for discussion and debate.*

When facing ethical dilemmas such as these, it is important that you consider all your options, like we did today. This will help you identify which course of action fits best with you and your principles.



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INTRODUCE DIVERSITY (5 MINUTES)

Discuss the dimensions of identity:

- The uniqueness of who we are as individuals is what makes people so diverse. There are many dimensions of our identity:

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Fixed dimensions (Things you cannot change):

- Age
- Culture
- Ethnicity
- Gender
- Language
- Physical Disability
- Race
- Sexual Orientation

Personal Actions Dimension:

- Work Experience
- Military Experience
- Educational Background
- Hobbies/Recreational Interests
- Geographic Location
- Income

- Marital Status
- Citizenship Status
- Religion

Historical Dimensions:

- Historical Events
- Life Experiences

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| EXERCISE 2: YOUR EXPERIENCE WITH DIVERSE GROUPS (20 MINUTES) |
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Introduce exercise:

- Diversity among people is everywhere.
- This is a chance to look at your perceptions and interactions with diverse people.

Conduct exercise:

Page 246 - Participant Guide
Instructor Aid 4



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1. Divide the participants into small groups to collectively complete the questions.
2. The questions will be generally be discussed as a large group.
3. Allow 10 minutes for the groups to complete the sheet.
4. Ask the groups to designate a spokesperson to summarize and report the group's collective thoughts.

Facilitate discussion:

Ask each spokesperson to report.

Ask: "Were your group's perceptions of people based on the media influence were mostly positive or negative?"

Ask: "Is there diversity among the group members' circle of close friends?"

Instructor Note: *Engage group in conversation and ask them to share their views. Allow 8 minutes for the discussion.*

State that many times the media or our family situation leads us interact

with certain people and treat people certain ways. It is important that you not put people into stereotypes or pass judgment due to other's influence. Get to know people before you determine whether or not you will interact with them.

EXERCISE 3: EVERYONE BRINGS SOMETHING TO THE TABLE (25 MINUTES)

Introduce exercise:

- Due to the way each of us identifies someone, we may not recognize the contribution he or she can make. This is a chance to see that everyone brings something to the table.

Conduct exercise:



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1. Break the group into teams.
2. Have each team select a team leader who will complete the pre-prepared alphabet chart.
3. The object is for group members to take something out that they brought with them and put it on the table and fill in the letter that pertains to that item (e.g., if I was on one of your teams I would put a marker on the table since I brought those with me. The scribe would write marker next to the M).
4. The groups have 10 minutes to fill in as many letters as they can.

Facilitate discussion:

Ask each team: “Did everyone in each team contribute something?”

Ask each team: “How did it feel to have contributions from each person?”

Ask the entire group: “How did it feel to be a contributor?”

Instructor Note: *Engage participants in the discussion. Allow 10 minutes for the discussion. Emphasize the summary statement below.*

Summarize by stating that it is important that everyone, no matter of their education, beliefs, experiences, gender, or other diverse characteristics, everyone has something to contribute. It is important to recognize people for who they are and that they add value.

GUIDELINES FOR RELATING TO PEOPLE (10 MINUTES)**Page 247 - Participant Guide****Instructor Aid 5**

Review some basic guidelines for relating to people:

- Use common sense.
- Don't be patronizing or condescending.
- Be considerate and patient.
- Don't put unnecessary pressure on your self to know and do everything "right." Ask if you're not sure.
- Treat people as individuals.
- Be aware of the terminology that you use.
- Learn about the proper etiquette and protocol for relating to different cultures.
- Never use labels to refer to any individuals. Be careful not to imply people are to be pitied, feared, ignored, or they are always somehow more heroic, courageous or patient.
- During conversation, when discussing or referring to a person, do not mention the disability, race, gender, or economic status, unless it is pertinent to the discussion topic.
- When speaking with someone, do not imply because you have a friend or know someone who is a person of color, has a specific disability, or a particular economic status, you can relate to their situation. Unless you have walked in their shoes, you cannot actually relate their situation.



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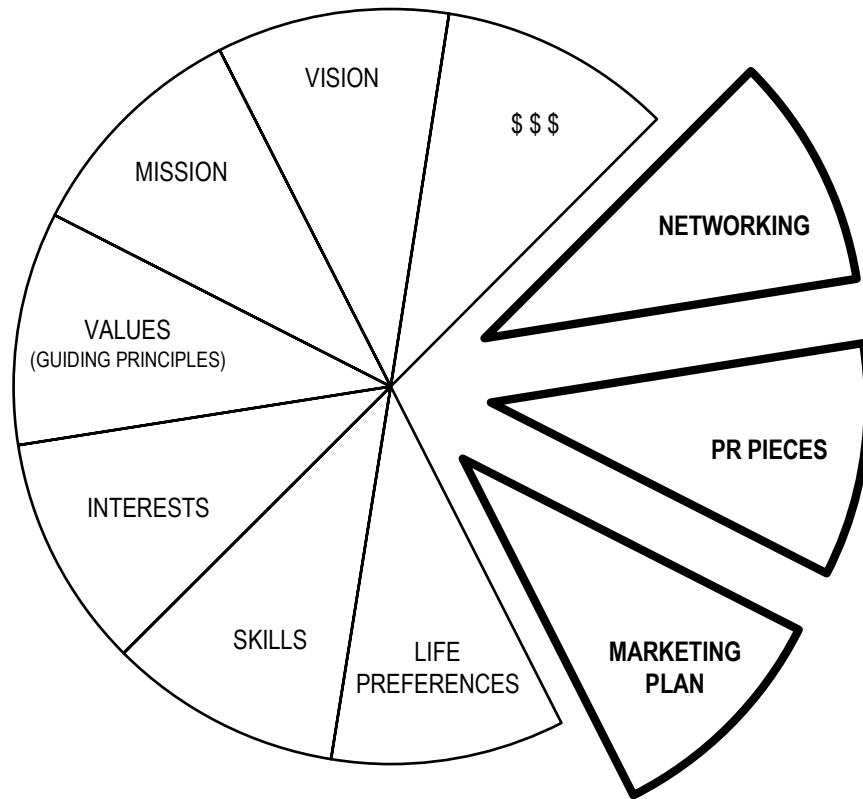
SUMMARY (5 MINUTES)

In this module you:

- Discussed office and gender etiquette.
- Reviewed how to report to management if you are being sexually harassed and how to recognize the different forms of sexual harassment.
- Explored options when confronting an ethical dilemma.
- Discussed diversity in the workplace.

Ask participants to complete the evaluation in the Participant Guide.

Career Plan



The last piece of Career Plan is the 21st century workplace and its changing environment. This module allows you to examine areas of importance to all concerned employees. Your values and life preferences are part of your everyday working life. Seeing the relationship between these and your employment will help you maintain a productive employer/employee relationship as you pursue your vision and dreams.

Office Etiquette

Don'ts

- Do not conduct personal business during working hours.
- Do not abuse the office resources. The organization's computers, fax machines, office supplies, etc. are for the organization's business only.
- Do not cry, shout, or swear in the office. If you are uncontrollably sad or angry, go to the rest room until you have regained control.
- Do not gossip.
- Do not ask a coworker personal questions (e.g., How much do you make?).
- Do not come to the office sick. It is inconsiderate to risk spreading your illness to others.
- Do not groom in the office. Personal hygiene should be handled in the rest room.

Dos

- Support your coworkers.
- Offer to help others once your work is completed.
- Finish tasks assigned to you.
- Communicate with your boss on issues that concern you.
- Follow company policies and procedures.
- Be courteous
- Be at work on time.

Exploring Ethical Dilemmas

Directions:

Write down what you would do in your given scenario and why.

1. One of your subordinates informs you that he has found a way of entering into a competitor's computer system. This would enable you to find out information about a rival company that could give your company a competitive edge. What would you do and why?
2. You discovered that a friend who works in your department is regularly conducting personal business during working hours. This has resulted in a decrease in your department's productivity. A manager asks you if you know why the department's productivity is down. What would you do and why?

5. You are in charge of hiring the person for the Marketing Analyst position. You have finished reviewing the resumes and interviewing the two candidates. One candidate has exceptional qualifications and would most likely be a productive employee. The other candidate's mother is your closest friend and has done many favors for you over the years. Her son's qualifications are satisfactory, but not exceptional, and you are not sure whether he will be a productive employee. What would you do and why?

Survey of Your Experience with Diverse Groups

1. What characters do you remember from movies, television, or books who were people of color?
2. How do you think our images and perceptions of women have been affected by the media? What changes have you seen in the portrayal of women in the media?
3. What personal experiences have you had with someone economically disadvantaged which caused you to reevaluate a previously held notion or idea?

4. When you were growing up, did you have a close friend, family member, neighbor, or schoolmate with a disability?

If so, how do you think your relationship or exposure affected your present attitude towards people with disabilities? What were some of your perceptions and images?

5. How many people in your circle of close friends are of a different religion; ethnicity?

Guidelines for Relating to People

Here are some very basic guidelines for relating to people, most of which will come naturally to you:

- Use common sense.
- Don't be patronizing or condescending.
- Be considerate and patient.
- Don't put unnecessary pressure on yourself to know and do everything "right." Ask if you're not sure.
- Treat people as individuals.
- Be aware of the terminology that you use.
- Learn about the proper etiquette and protocol for relating to different cultures.
- During conversation, when discussing or referring to a person, do not mention the disability, race, gender, or economic status, unless it is pertinent to the discussion topic.

